



**THE ENGLISH PREPOSITION MASTERY
OF THE FIFTH GRADE STUDENTS OF SDN 2
KARANGANYAR DEMAK IN ACADEMIC YEAR 2012/2013
TAUGHT BY TOTAL PHYSICAL RESPONSE**

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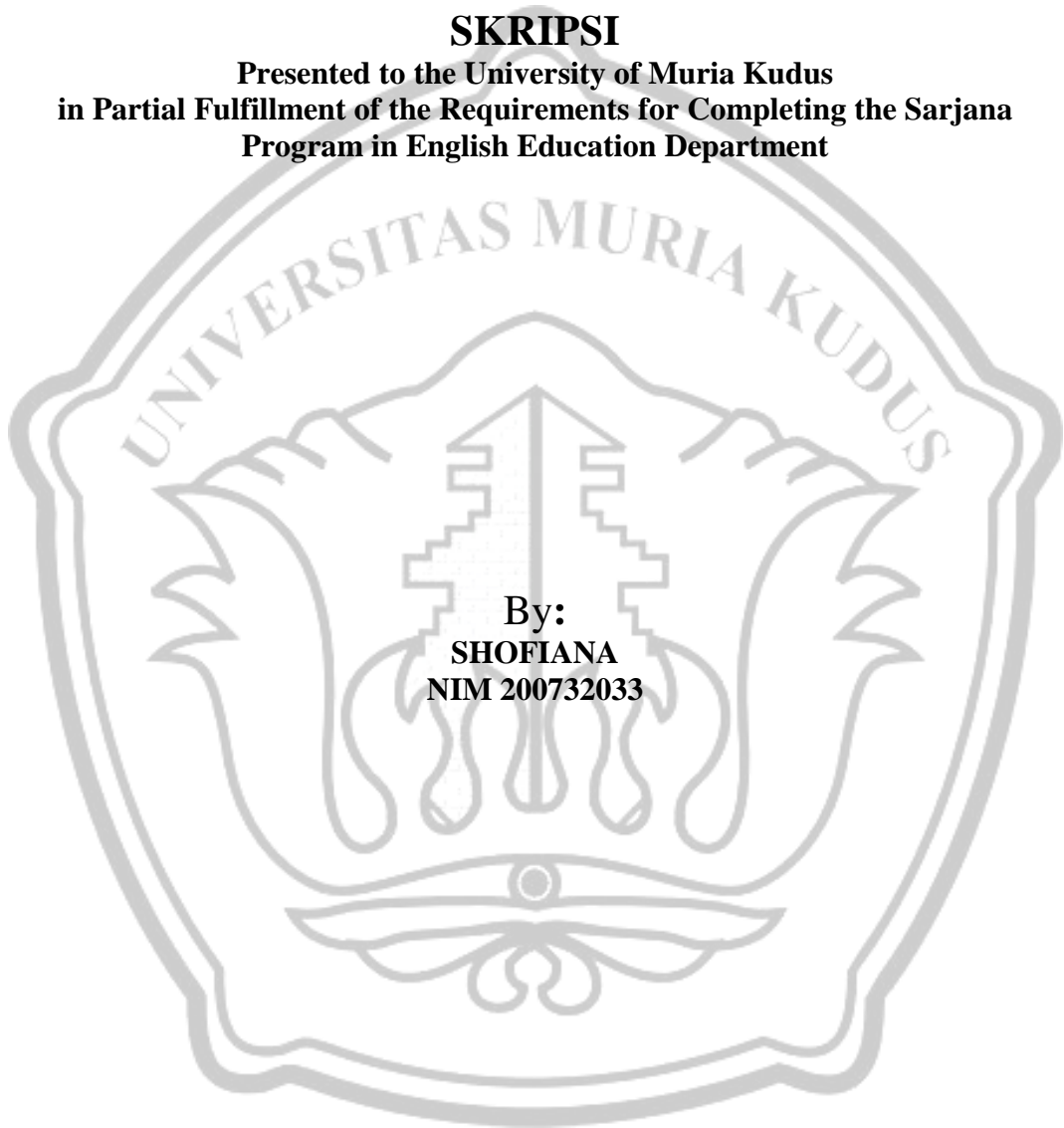
**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**



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OF THE FIFTH GRADE STUDENS OF SDN 2 KARANGANYAR
DEMAK IN ACADEMIC YEAR 2012/213
TAUGHT BY TOTAL PHYSICAL RESPONSE**

SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana
Program in English Education Department**



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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**

MOTTO AND DEDICATION

MOTTO:

- Positive thinking is right, but negative thinking is not wrong.
- Real power does not hit hard, but straight to the point.
- Ideas are only seeds, to pick the crops needs perspiration.
- Knowledge and skills are tools, the workman is character.

DEDICATIONS:

This skripsi is dedicated to:

1. My beloved parents (Nur Aufa and Khomilah) who always take care and support me.
2. My beloved husband (Eko) and daughter (Zidna Ilma) who always give spirit.

ADVISOR'S APPROVAL

This is to certify that the Sarjana Skripsi of Shofiana has been approved by the advisors for further approval by the examining committee.

Kudus, Januari 2014

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Those cannot be mentioned one by one for the support. Therefore, she hopes any constructive criticism from the readers to make it better.

Kudus, January 2014

The writer

ABSTRACT

Shofiana. 2013. *The English Preposition Mastery of the Fifth Grade Student of SDN 2 Karanganyar Demak in Academic Year 2012/2013 Taught by Total Physical Response*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Rismiyanto, S.S, M.pd , (2) Atik Rokhayani, S.Pd, M.Pd.

Key Words: Preposition, Total Physical Response

English becomes the most essential language in the world. In Indonesia, formerly English is taught to the students as a subject from Elementary school until university. The purpose the policy above is to help the student of elementary level to master English early, easily and the students would participate in the communication events using four skill competences (listening, speaking, reading, and writing). It is obvious the requirements are knowledge of vocabulary, pronunciation, and grammar. The one of important elements of grammar is preposition. Teaching for elementary school, the method should be interesting to make students are interested in teaching learning process. One of the methods is Total Physical Response.

This research is aimed to answer the question: “is there any significant difference of the English preposition mastery of the fifth grade student of SDN 2 Karanganyar Demak in academic year 2012/2013 between before and after being taught by using TPR?”.

In this research the writer uses experiment research design without control group using pre-test and post test. In this research, there two variables, they are TPR as independent variable and the English preposition mastery of the fifth grade student SDN 2 Karanganyar Demak as dependent variable. The population of this research was the fifth grade student of SDN 2 Karanganyar Demak. Because the population was limited, the writer took all the students as a sample. The writer used multiple choices tests to get the accurate data.

After conducting the English preposition mastery of the fifth grade students of SDN 2 Karanganyar Demak in academic year 2012/2013 after being taught by using total physical response, the writer found the highest score is 92 and the lowest is 52. The result of the data can be seen in the Table 4.3. The average score (mean) is 72.5 and standard deviation is 9.26. It can be categorized as good. It shows that result has difference between before and after being taught by using total physical response.

In line with the result, the teacher is strongly recommended to use Total Physical Response as an alternative teaching method to improve the mastery of English preposition.

ABSTRAKSI

Shofiana. 2013. *Kemampuan Memahami Preposisi Bahasa Inggris Siswa Kelas V SDN 2 Karanganyar Demak Tahun Ajaran 2012/2013 Diajar Menggunakan Total Physical Response* . Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Rismiyanto,S.S, M.pd , (2) Atik Rhokhayani,S.Pd, M.Pd.

Key Words: *Preposisi, Total Physical Response*

Bahasa inggris menjadi bahasa yang paling penting di dunia. Secara formal bahasa inggris diajarkan sebagai pelajaran dari SD hingga universitas. Hal ini bertujuan untuk membantu siswa SD menguasai bahasa inggris lebih awal, mudah, dan dapat ikut berpartisipasi dalam percakapan dengan menggunakan empat kemampuan (mendengarkan, berbicara, membaca, dan menulis). Hal ini perlu didukung penguasaan kosakata, pengucapan, dan tata bahasa. Salah satu elemen penting dalam tata bahasa adalah preposisi. Mengajar siswa SD, sebaiknya menggunakan metode yang menarik agar siswa tertarik dalam kegiatan belajar mengajar. Salah satu metodenya adalah *Total physical Response*.

Penelitian ini bertujuan untuk menjawab pertanyaan: “apakah ada perbedaan yang signifikan dari kemampuan memahami preposisi bahasa inggris dari siswa kelas V SDN 2 Karanganyar Demak tahun ajaran 2012/2013 sebelum dan sesudah diajarkan dengan menggunakan *total physical response*?”.

Dalam penelitian ini penulis menggunakan desain eksperimen tanpa kelompok kontrol dengan menggunakan pre-test dan post test. Dalam penelitian ini ada dua variabel, pertama yaitu TPR sebagai independen variable, dan kemampuan memahami preposisi bahasa inggris siswa kelas V SDN 2 Karanganyar Demak tahun ajaran 2012/2013 sebagai dependen variable. Populasi dari penelitian ini adalah seluruh siswa kelas V SDN 2 Karanganyar Demak. Karena populasi terbatas, penulis menggunakan semuanya sebagai sampel. Penulis menggunakan tes pilihan ganda untuk mendapatkan data yang akurat.

Setelah melakukan pengajaran preposisi bahasa inggris siswa kelas V SDN 2 Karanganyar Demak tahun ajaran 2012/2013 dengan menggunakan TPR, penulis menemukan nilai tertinggi 92 dan nilai terendah 52. Data tersebut dapat dilihat di Tabel 4.3. Nilai rata-rata adalah 72,5 dan standard deviasinya adalah 9,26. Hal ini dikategorikan baik. Hal ini menunjukkan bahwa ada hasil yang berbeda antara sebelum dan sesudah diajar menggunakan TPR.

Sejalan dengan hasil tersebut, guru sangat dianjurkan untuk menggunakan metode TPR dalam mengajar untuk meningkatkan kemampuan penguasaan preposisi bahasa inggris.

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